DOCUMENT RESUME

ED 186 514 UD 020 398

AUTHOR Holmes, Ernest A.
TITLE Toward a Competency-Based License for Multicultural Education.
PUB DATE Apr 76
NOTE 25p.: Not available in paper copy due to light print; Paper presented to the Conference on Multicultural Education sponsored by the Social and Behavior Sciences, Inc. (Washington, DC, April 25-27, 1976).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Certification; *Competency Based Teacher Education; Cultural Differences; *Cultural Pluralism; Higher Education; *Multicultural Education; *Teacher Education

ABSTRACT

In an attempt to improve education, and to assist teachers in meeting the students' and the nation's rapidly changing needs, a format for a Multicultural Education License is presented. It is recommended that licensing for a multicultural undergraduate teacher education program be performance based or competency based. Included is a suggested structural design for a competency based multicultural teacher training program. Ten goals are presented and objectives under each goal are explored. (Author/RLV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EH5627

MAR - 7 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ernest A. Holmes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED186514

TOWARD A COMPETENCY-BASED LICENSE FOR MULTICULTURAL EDUCATION

Presented to the Conference on
Multicultural Education - Sponsored by the
Social and Behavior Sciences, Incorporated

Hyatt Regency Hotel
Washington, D.C.
April 25 - 27, 1976

RECEIVED
MAY 17 1976
MULTICULTURAL
AACTE PROJECT

Ernest A. Holmes, Ph.D.
Assistant Professor and Chairman
Department of Administration,
Supervision, and Research
Federal City College
Washington, D.C.

UD020398

EH5627

A PROPOSED MULTICULTURAL EDUCATIONAL LICENSE FOR TEACHERS OF GRADES K-12

After years of neglect by educators, the facts of America's cultural diversity is just beginning to permeate the nation's educational institutions. Colleges and universities engaged in the preparation of teachers have a crucial role in developing an understanding of our culturally diverse society. If multiculturalism is to become an integral part of the education process, teachers, both new and experienced, must be prepared in the knowledge, skills and understandings which will make them capable of preserving and transmitting the valuable natural resource of our country's cultural diversity to students.

In an attempt to improve education in this country, and assist its teachers in meeting the student's and the nation's rapidly changing needs, a proposed format for a Multicultural Education License was developed by this writer. The outline suggests to administrative officials of the public schools that licensing for a multicultural undergraduate teacher education program be performance-based or competency-based depending upon one's choice of terms.

The American Association of Colleges for Teacher Education (1) stated that,

> teacher education traditionally is best described as experience-based. That is, it assumes that if a student, planning to teach, experiences a specified number of courses in specified areas of study and undergoes some student-teaching experience, he is ready to begin teaching. By contrast, in competency-based teacher education performance goals are specified, and agreed to, in rigorous detail in advance of instruction. The student must be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades, but for attaining a given level of competency in performing the essential tasks of teaching; the training institution itself is held accountable for producing able teachers. Emphasis is on demonstrated product or output.

Competency-based education is individualized so that

teachers can gain specific skills that pertain to the needs of specific children. It will make the teacher responsible for teaching in ways that the school system has defined it wants its instructors to teach. Since competency-based teacher education begins with the child in his milieu, teachers can be trained to respond to the needs of children from many different culturals. Thus, in the opinion of this writer, competency-based teacher education recognizes the importance of multicultural training.

The colleges and universities must prepare themselves to train both preservice and inservice teachers in competency-based multicultural programs. Furthermore, they must define with detail the assessment measures they will use to ascertain the level and kind of competencies each prospective teacher has reached.

All too often school systems move toward curriculum revision without considering the crucial steps needed to develop teaching skills to implement those revisions. I am suggesting that the school systems anticipate their needs for qualified multicultural teachers by working with the institutions of higher learning in planning quality training experiences and that they begin to modify or add to current teacher certification requirements.

The following is a suggested structural design of a competency-based multicultural teacher training

program:

Purpose: To present a new teaching license in multicultural education.

Assumptions:

1. That students enrolled in America's elementary and secondary schools come from varied cultural backgrounds.
2. That there are concepts and skills required for effectively teaching multicultural students which are not necessarily required or provided for in all programs of teacher education and certification.
3. That many of the objectives prescribed for teachers in multicultural education will also be of high priority for teachers and other personnel in different phases and levels of the school system.
4. That licensing in this field should be in terms of teachers' competencies, rather than a specific listing of courses, to allow maximum flexibility both for the pre-service and in-service candidates for such a license.
5. That the teacher training institutions will design or adapt courses to insure the competencies listed below.

6. That the teacher training institutions will guarantee the performance of its graduates with regard to these concepts and skills.

Goals for the Multicultural Teacher Candidate:

1. To be able to communicate effectively in the language and within the cultures of both the home and school.
2. To recognize the differences between these systems and both the potential conflicts and the opportunities they may create for children.
3. To know methods and possess skills for teaching a second language to elementary and secondary students.
4. To know methods and possess skills for teaching elementary and secondary content subjects in the needed second language.
5. To be able to incorporate in the instructional environment, activities and materials related to the native culture of the students.
6. To understand the effects of basic cultural variables on learning, including the pressures and expectancies of the dominant culture.
7. To know the effects of socio-economic variables on the student's development (physical, mental, attitudinal, social-emotional).

8. To understand the phonological and grammatical systems of English and the second language, and the relation of their sounds to their writing systems.

9. To recognize the potential biases of existing tests of intelligence, language and concept development, or other areas, for linguistically and culturally diverse children; know appropriate assessment techniques and measures for culturally diverse students (including criterion reference testing) and be able to interpret resultant information to other teachers, administrators, or consultants.

10. To demonstrate the ability to use all of the concepts and skills listed above in structuring the learning and social environment of elementary and secondary students in order to foster cognitive and linguistic development without damaging their concept of themselves, their homes, or their community.

Goal #1: To be able to communicate effectively in the language and within the cultures of both home and school.

Objectives:

- To understand and be understood in the student's language (English or non-English), including adequate control of:
  a. pronunciation
  b. grammar
  c. vocabulary
  d. stylistic variant appropriate to the communicative context.
- To understand the culture-specific expectations and values of the student's family and community.
- To demonstrate ability to acquire relevant culture-specific information from students and their parents.
- To work with students to achieve their full potential in both language and cultures.
- To serve as a cross-cultural interpreter: understanding and assisting the student and his parents to function in a second language and culture; softening the transition from one language or culture to another; interpreting both cultures for the members of either cultural group.

Goal #2: To recognize the differences between these systems and both the potential conflicts and the opportunities they may create for students.

Objectives:

- To understand the structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.
- To identify the phonological and grammatical structures of English which may be difficult for students from another language background in order to prepare or select appopriate instructional materials and evaluation measures.
- To understand the potential advantages and disadvantages of being bilingual.
- To know how decorum is maintained in the student's families as opposed to the school context--what sanctions are used, and by whom. (It is particularly important to know which control measures are perceived as acts of hostility, and which of love.)
- To understand the nature of sterotyping and recognize the sterotypes of other groups held by self and others.
- To assess one's own value system as it relates to student behaviors.

Goal #2 (Continued):

- To identify one's own tolerence level for various types of student behaviors.
- To encourage respect and pride in the student for his first culture.
- To know the areas of conflict and how to avoid them.
- To be able to assist the student in moving from one culture to another with ease.

Goal #3: To know methods and possess skills for teaching a second language to elementary and secondary students.

Objectives:

- To be aware of diverse methods and techniques for teaching a second language.
- To demonstrate the common techniques of second language instruction.
- To know and be able to evaluate existing instructional materials for teaching the second language.
- To know research on second language instruction and how to keep current with it.
- To be able to experiment with and evaluate new methods and techniques of instruction.
- To be able to select and adapt appropriate instructional materials to insure the most economic use of instructional time.
- To help the student enjoy and appreciate the second language.
- To help the student decide how and when to use the second language and at the same time make him aware of the value of his first language and when and where it can most effectively be used.

Goal #4: To know methods and possess skills for teaching elementary and secondary content subjects in the needed second language.

Objectives:

. To supply second language activities and methodology to content subject textbooks so as to facilitate comprehension of concepts concommitant with language growth.

. To evaluate the effectiveness of existing and new commercial and non-commercial materials in various content areas by applying a set of criteria based on, but not limited to:

  a. suitability to students' language proficiencies and cultural experiences
  b. provision and respect for linguistic and cultural diversity
  c. objectives, scope, and sequence of the materials in terms of the content areas
  d. students' reaction to materials.

. To adapt reading methods and materials to dialect differences, teach initial reading in English when it is a student's second language, and teach reading in English when the basic skills have already been developed in another language.

. To evaluate the effectiveness of teaching procedures, materials, and curricula.

Goal #5: To be able to incorporate in the instructional environment, activities and materials related to the native culture of the students.

Objectives:

- To know materials and activities which represent the content of a student's native culture (e.g., games, musical experiences, art activities, history, and literature or folklore).
- To provide activities which indicate appreciation of the contributions made by various groups (social, economic, ethnic, religious). Any reference made about varying groups should demonstrate awareness of the facts and appreciation of positive contributions.
- To provide an opportunity for parents to become involved directly in the education of their children both in the classroom and in the community.
- To understand and utilize the role of the community in the education of students.
- To create an environment of understanding between students of different cultures.
- To break down prejudices that students may bring from their homes, or that may be directed toward them.

Goal #6: To understand the effects of basic cultural variables on learning, including the pressures and expectancies of the dominant culture.

Objectives:

- To identify basic variables which comprise a cultural milieu (e.g., values, religion, customs).
- To recognize manifestations of cultural variables (shared or in contrast) within the school attendance areas.
- To know how divergencies in the cultures affect the learning variables of motivation, cognitive styles, and appropriateness of materials and activities for instruction and evaluation.
- To identify the pressures and expectancies of the dominant culture which shape a student's learning experiences.
- To be able to interpret the expectations of the dominant culture to the child of the other culture.
- To recognize behaviors in students which reflect the pressures and expectancies of the dominant culture.
- To help the child function at his maximum potential in either culture.

Goal #7: To know the effects of socio-economic variables on the student's development (physical, mental, attitudinal, social-emotional).

Objectives:

- To know major findings of recent research which relate to the effects of social class on the development of the student.
- To be sensitive to the effects of these variables on specific students.
- To discriminate between the effects of socio-economic effects on child development and the effects of cultural differences which have an ethnic or regional base.
- To appreciate a student's problems or potential problems and be able to assist him in coping with them.

Goal #8: To understand the phonological and grammatical systems of English and the second language, and the relation of their sounds to their writing systems.

Objectives:

- To be able to develop a 'hierarchy of difficulty' in learning and teaching so that the second language may be taught as efficiently as possible.
- To be able to use a knowledge of the first language in teaching the second.
- To demonstrate an ability to discriminate between the phonemes of both languages.
- To understand how the sounds of the language are articulated.
- To be able to use and analyse the sentence structures of both languages which are normally used by native-speakers of the same age range as the students.
- To know and be able to explain the grapheme/phoneme correspondences in each language, and the differences between them.

Goal #9: To recognize the potential biases of existing tests of intelligence, language and concept development, or other areas, for linguistically and culturally diverse students; to know appropriate assessment techniques and measures for culturally diverse students (including criterion reference testing) and be able to interpret resultant information to other teachers, administrators, or consultants.

Objectives:

- Given specific test items,
  - a. to know the rationale from which the test items were developed
  - b. to recognize those characteristics which make the test or test items appropriate or inappropriate for students of a particular subculture.
  - c. to understand the relevance of potential or actual results to the instructional objectives for specific students.
- To be able to observe and record an anecdotal account of a student's specific behavior (without interpretation or value judgments).
- To be able to show that a student is developing or has developed normally and is at the same level as his peers.

Goal #9 (Continued):

. To keep a student from being labeled 'slow' because of cultural variables.

Goal #10: To demonstrate the ability to use all of the concepts and skills listed above in structuring the learning and social environment of students in order to foster cognitive and linguistic development without damaging their concept of themselves, their homes, or their community.

Objectives:

- To be able to apply knowledge of methods and techniques to a range of teaching situations leading to the development of bilingual communication skills (oral and written).
- To be able to organize a group of students in a way that encourages communication in both languages.
- To be able to adapt instructional materials to a specific group of students and to specific situations.
- To be able to accept and encourage creative and divergent behavior.
- To be able to express thoughts or ask questions in such a way that the student has an opportunity to give more than one answer.
- To be able to recognize and accept alternative answers and divergent responses.
- To be able to contribute to a student's awareness of his own culture and personality.

Goal #10 (Continued):

- To encourage students to accept and appreciate their differences and thus possibly change the attitudes of family and society.
- To help the child develop to his fullest potential and thus make him an active and constructive member of the community.

Hunter (2) in a recent analysis of the need for greater emphasis on multiculturalism in today's American schools described the state of the scene in this manner:

> Today, there exist wide variation in the extent and degree to which equal and adequate educational opportunities are available to children and youth in American society. Greater disparities and inadequacies attend educational provisions for the culturally diverse, in spite of implied constitutional guarantees for equal educational opportunity. There are many reasons for this, these having been variously identified, explored, investigated, and discussed by educators, sociologists, economists, political scientists, psychologists, anthropologists, and other specialists. There is agreement among many analysts that one cause of these conditions is the fact that there has not been adequate national commitment to education and the educational enterprise. Nor is there a real tangible, enduring sensitivity to the vicissitudes of multicultural education and its necessity

for relevant learning, and to the integrity of contributing influencing factors in a pluralistic society.

The elimination of this undesirable, non-American condition requires an educational system prioritized and geared to accommodate cultural diversity. It will also require educators adequately prepared and favorably inclined to work effectively with children of different ethnic groups and/or other cultural identities.

REFERENCES

[1]Elam, Stanley, "Performance-Based Teacher Education: What Is the State of the Art?" The American Association of Colleges for Teacher Education, December 1971, pp. 1 - 2.

[2]Hunter, William A., ed. Multicultural Education Through Competency-Based Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1974, p. 1.

BIBLIOGRAPHY

Holmes, Ernest A. "An Analysis of Interrelationships Between Student Teachers' Verbal Interaction in Competency-Based Teacher Education Programs and Traditional Teacher Education Programs Based Upon Flanders Interaction Analysis Categories," Doctoral Dissertation, Catholic University of America, 1975.